



Long Term Curriculum Overview – Year 3 - September 2017-July 2018



Autumn Term

Curriculum Area	Autumn 1	Autumn 2
Writing	<p><u>Dominos Pizza Visit</u></p> <ul style="list-style-type: none"> • Letter • Recipes and Instructions • Write a shopping list • Instructions own banana split. <p><u>Nonsense poetry</u></p> <ul style="list-style-type: none"> • Nonsense poem <p><u>Story ‘ your not going to eat me are you?’</u></p> <ul style="list-style-type: none"> • Story Letter 	<p><u>Into the Forest</u></p> <ul style="list-style-type: none"> • Email • Diary • Story with a familiar setting <p><u>Little red riding hood</u></p> <ul style="list-style-type: none"> • Report • Play script <p><u>Dictionary Skills</u></p> <ul style="list-style-type: none"> • Alphabetical order and dictionary work <p>Word list and definition.</p> <p><u>Christmas</u></p> <ul style="list-style-type: none"> • Christmas Story • letter to Santa
Reading	<p><u>Word Reading</u></p> <ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes in order to read aloud and to understand the meaning of new words they meet. • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. <p><u>Comprehension</u></p> <p><i>Develop positive attitudes to reading and understand what</i></p>	<p><u>Word Reading</u></p> <ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes in order to read aloud and to understand the meaning of new words they meet. • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. <p><u>Comprehension</u></p> <p><i>Develop positive attitudes to reading and understand what</i></p>

	<p><i>they read by:</i></p> <ul style="list-style-type: none"> • Reading books that are structured in different ways and reading for a range of purposes. • Using dictionaries to check the meaning of words that they have read. • Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. • Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. <p><i>Understand what they read; in books they can read independently, by:</i></p> <ul style="list-style-type: none"> • Asking questions to improve their understanding of a text. • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Predicting what might happen from details stated and implied. • Identifying main ideas drawn from more than one paragraph and summarising these. • Retrieve and record information from non-fiction. <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p><i>they read by:</i></p> <ul style="list-style-type: none"> • Reading books that are structured in different ways and reading for a range of purposes. • Using dictionaries to check the meaning of words that they have read. • Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. • Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. <p><i>Understand what they read; in books they can read independently, by:</i></p> <ul style="list-style-type: none"> • Asking questions to improve their understanding of a text. • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Predicting what might happen from details stated and implied. • Identifying main ideas drawn from more than one paragraph and summarising these. • Retrieve and record information from non-fiction. • Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.
SPAG	<ul style="list-style-type: none"> • Full stops & capital letters • Exclamation marks 	<ul style="list-style-type: none"> • Commas • Speech marks

	<ul style="list-style-type: none"> • Question marks • Full stops & capital letters • Exclamation marks • Question marks 	<ul style="list-style-type: none"> • Apostrophe • Commas • Speech marks • Apostrophe
Mathematics	Number: Place Value, Number: Addition and Subtraction, Number: Multiplication and Division	
Science	Light and Shadows	Forces and Magnets
Computing	We are programmers	We are bug fixes
D & T	<p><u>Scumdiddlyumptious</u></p> <p>EDUCATIONAL VISIT: Dominos Pizza</p> <p>SPECIAL DAYS: Warburtons, Fair Trade visits</p>	
History	<ul style="list-style-type: none"> • Research a range of fruits and vegetables • Use senses to describe food • Know the journey of a banana • Compare and contrast where a banana begins and starts its' journey • Use an atlas to locate countries • Make a map key and add unusual foods to a map • Design, sculpt and paint an unusual fruit • Design and evaluate packaging • Draw and describe fruits and vegetable • Taste and research different breads • Make and evaluate a loaf of bread • Understand Fair Trade • Create my favourite dinner • Name and locate countries and cities within the UK • Research what food come from the UK 	
Geography		
Art		
Music		

	<ul style="list-style-type: none"> Understand the “Eat well plate” and know the different food groups 	
Religious Education	Sikhism – general overview	Sikhism—VISIT GURDWARA (religious places)
PE	<ul style="list-style-type: none"> Games: Ball Familiarisation Passing and receiving 	<ul style="list-style-type: none"> Gymnastics: travelling, pathways, directions. Pathways, Straight, zigzag, curved. Linking movements together.
PSHE	New beginnings	Getting on and falling out
Languages	<ul style="list-style-type: none"> French stories ‘Va t’en grand monstre vert’ and ‘Je m’habille’ Greetings and basic conversations Classroom instructions Register responses Colours Numbers 1-10 Written French vocab Take 10 songs and actions Christmas 	

Spring Term

Curriculum Area	Spring 1	Spring 2
Writing	<u>Stone Age Boy</u> <ul style="list-style-type: none"> Description of how to get in and out of the Stone Age Story about Stone Age (change animal, in/out etc) Diary about day in Stone Age <u>Stone Age Bone Age</u> <ul style="list-style-type: none"> Wanted animal poster 	<u>Ug</u> <ul style="list-style-type: none"> Argument for and against living in the Stone Age Retell Ug story Historical setting Persuasive advert (new trousers/cave) Drama advert for trousers/cave

	<ul style="list-style-type: none"> • Instruction about how to make a trap/clothes/fire etc • Non Chronological Report 	
<p>Reading</p>	<p><u>Word Reading</u></p> <ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes in order to read aloud and to understand the meaning of new words they meet. • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. <p><u>Comprehension</u></p> <p><i>Develop positive attitudes to reading and understand what they read by:</i></p> <ul style="list-style-type: none"> • Reading books that are structured in different ways and reading for a range of purposes. • Using dictionaries to check the meaning of words that they have read. • Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. • Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. <p><i>Understand what they read; in books they can read independently, by:</i></p> <ul style="list-style-type: none"> • Asking questions to improve their understanding of a text. • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and 	<p><u>Word Reading</u></p> <ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes in order to read aloud and to understand the meaning of new words they meet. • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. <p><u>Comprehension</u></p> <p><i>Develop positive attitudes to reading and understand what they read by:</i></p> <ul style="list-style-type: none"> • Reading books that are structured in different ways and reading for a range of purposes. • Using dictionaries to check the meaning of words that they have read. • Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. • Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. <p><i>Understand what they read; in books they can read independently, by:</i></p> <ul style="list-style-type: none"> • Asking questions to improve their understanding of a text. • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and

	<p>justifying inferences with evidence.</p> <ul style="list-style-type: none"> • Predicting what might happen from details stated and implied. • Identifying main ideas drawn from more than one paragraph and summarising these. • Retrieve and record information from non-fiction. <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p>justifying inferences with evidence.</p> <ul style="list-style-type: none"> • Predicting what might happen from details stated and implied. • Identifying main ideas drawn from more than one paragraph and summarising these. • Retrieve and record information from non-fiction. <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>
SPAG	<ul style="list-style-type: none"> • Speech • Synonyms • Connectives • Speech • Synonyms • Connectives 	<ul style="list-style-type: none"> • Prepositions • Adverbs • Nouns Prepositions • Adverbs
Mathematics	Number: Multiplication and Division, Measurement: Money, Statistics, Measurement: Length and Perimeter, Number: Fractions	
Science	Rocks	Animals inc. humans
Computing	We are presenters	We are network engineers
D & T	<u>Let's Rock!</u>	
History	EDUCATIONAL VISIT: Cresswell Craggs	
Geography	SPECIAL DAYS: Stone Age day (Dress up in Stone Age clothing and enjoy a Stone Age feast)	
Art		
Music	<ul style="list-style-type: none"> • Place key events in chronological order • Shelter development from the Stone Age to the Iron Age • Design and make shelters • Compare modern day and Stone Age clothing • Design, make and evaluate an animal trap 	

	<ul style="list-style-type: none"> • Design and make a Stone Age necklace • Write and follow instructions on how to make Stone Age clay pots • Create Stone Age stories • Research and make Stone Age weapons and tools • Create a symbolised language • Make food for the animals as Stone Age people would have done • Investigate ways in which Stone Age people communicated • Produce art work in the style of a Stone Age cave painting • Compare the daily lives of Stone Age and modern age children • Understand the meaning of stone circles • Imagine how people moved large stones • Compose a Stone Age blessing • Make food for a Stone Age feast 	
Religious Education	World Religion day	Worship and Sacred places—VISIT CHURCH
PE	<ul style="list-style-type: none"> • Gymnastics: Balance, dynamics, change of direction. • Balance 	<ul style="list-style-type: none"> • Games • Net/court games.
PSHE	Say no to bullying	Going for goals
Languages	<ul style="list-style-type: none"> • Days of the week • Seasons • Numbers 10-20 • Body parts • French stories • Songs 'head, shoulders, knees and toes' • Take 10 songs and actions • Write French vocab 	

Summer Term

Curriculum Area	Summer 1	Summer 2
Writing	<p><u>Romulus and Remus</u></p> <ul style="list-style-type: none"> • Story with a different ending. <p><u>Shape poems</u></p> <ul style="list-style-type: none"> • Love poem. <p><u>Play scripts</u></p> <ul style="list-style-type: none"> • Story. (Roman short stories) • Newspaper • Play script 	<p><u>Letters and authors (Roald Dahl)</u></p> <ul style="list-style-type: none"> • Book review • Instructions • Letter <p><u>Mermaids comb</u></p> <ul style="list-style-type: none"> • Character description <p><u>Mermaids comb</u></p> <ul style="list-style-type: none"> • Myth and legend • Adventure and mystery
Reading	<p><u>Word Reading</u></p> <ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes in order to read aloud and to understand the meaning of new words they meet. • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. <p><u>Comprehension</u></p> <p><i>Develop positive attitudes to reading and understand what they read by:</i></p> <ul style="list-style-type: none"> • Reading books that are structured in different ways and reading for a range of purposes. • Using dictionaries to check the meaning of words that they have read. • Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. 	<p><u>Word Reading</u></p> <ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes in order to read aloud and to understand the meaning of new words they meet. • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. <p><u>Comprehension</u></p> <p><i>Develop positive attitudes to reading and understand what they read by:</i></p> <ul style="list-style-type: none"> • Reading books that are structured in different ways and reading for a range of purposes. • Using dictionaries to check the meaning of words that they have read. • Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.

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SPAG	<ul style="list-style-type: none"> • Nouns • Noun phrases • Articles (a/an) • Nouns • Noun phrases 	<ul style="list-style-type: none"> • Conjunctions • Complex sentences • Catch up and revisit
Mathematics	Number: Fractions, Measurement: Time, Geometry: Properties of Shape, Measurement: Mass and Capacity	
Science	Plants	Catch up and revisit
Computing	We are communicators	We are opinion pollsters
D & T	<u>Revolutionary Romans</u>	
History		

Geography	EDUCATIONAL VISIT: TBC	
Art	SPECIAL DAYS: Roman Day (Dress up in Roman clothing and make a Roman shield)	
Music	<ul style="list-style-type: none"> • Place events on a timeline • Research Roman houses • Compare modern day and Roman clothes • Research Roman entertainment • Explore Roman gladiators • Understand why Romans invaded Britain • Know why the Roman army was important in building Rome's Empire • Identify the features of a Roman bath house • Discuss life as a Roman • Design and make a mosaic • Discover what school was like in Roman times • Understand and respect Romans religious beliefs • Calculate mathematical problems using Roman numerals • Know who Julius Cesar and Boudicia are • Write instructions on how to build a Roman road • Research the rich and poor in Roman times • Discover what the Romans left behind for us 	
Religious Education	Symbols in the Sikh religion	Religious Comparisons
PE	Games: Net/court games.	Sports Day preparation. Games: Invasion
PSHE	Good to be me	Relationships/Changes
Languages	<ul style="list-style-type: none"> • Greetings and basic conversations recap • Numbers 1-20 and sequencing • Pets 	

- Family
- Write French vocab
- Take 10 songs and actions
- French stories